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ABSTRACT

Results are presented of a study to (1) analyze junior high school music education programs in Utah during 1975-76, (2) assess the professional preparation of the music personnel, and (3) make recommendations for junior high music programs in Utah. Over 200 music teachers in Utah's 40 school districts were surveyed. Eight major questions covered professional staff training, adequacy of facilities and instructional materials, scheduling practices, specialized course availability, and areas of needed improvements. No attempt was made to evaluate students' musical performance or attitudes. Findings are presented according to the eight question categories. Almost all music teachers had college majors in music. Facilities, financing, and scheduling were identified as major problems. Most teachers indicated a need for statewide inservice workshops. Suburban classroom size was generally larger than that of rural areas. Common courses were band, chorus, orchestra, general music, stage band, and guitar. Findings are reviewed in relation to guidelines established in 1968 by the Music Education National Conference. (Author/AV)

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AN ANALYSIS OF THE JUNIOR HIGH SCHOOL MUSIC EDUCATION PROGRAMS IN UTAH
SUMMARY REPORT
1975-76

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Salt Lake City, Utah
1977

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Gratitude is expressed to the Utah State Board of Education for supporting the project, and to David Nelson for his guidance and help in developing the evaluative instruments. Gratitude is also expressed to the district superintendents and junior high school principals for cooperating with the study. Special thanks and appreciation go to those music teachers who willingly gave of their time and energy to participate in the evaluation.

FOREWORD

The State Board of Education and its staff are committed to providing a quality education for each student within Utah's public school system. Related to this commitment is the need for evaluating existing programs in the public schools in various ways. It is our conviction that these evaluations are essential in making progressive changes in the educational program.

This report presents a summary from "An Analysis Of The Junior High School Music Education Programs In Utah" conducted during the 1975-76 school year. Contained in the summary report are findings, conclusions, and recommendations. Superintendents, principals, music teachers, and teacher preparation personnel may well profit from a careful review of this report.

It is our hope that administrators and music personnel will continue in their efforts to provide music programs at the junior high school level that are challenging and directed toward the needs of all students.

Walter D. Talbot
State Superintendent
of Public Instruction

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AN ANALYSIS OF THE JUNIOR HIGH SCHOOL MUSIC EDUCATION PROGRAMS IN UTAH SUMMARY REPORT

Introduction

A well-balanced school curriculum is one in which music, drama, painting, poetry, and sculpture are included side by side with other subjects such as mathematics, history, and science. It is important that students, as a part of general education, learn to appreciate, to understand, to create, and to criticize with discrimination those products of the mind, the voice, the hand, and the body which give dignity to the person and exhalt the spirit of man.[1]

Positive statements in support of the arts in the schools have been developed in recent years by various organizations. The National Education Association states:

> We think it is important that all individuals have a wide exposure to the arts. This should be a part of school programs at all ages and in as many artistic areas as can be provided. Particularly, we think that each student should have rich experiences not only in appreciating the artistic works of others but also in creating artistic experiences for himself.[2]

Representatives of the State Board of Education, the Local Education Agencies, the Utah Music Educators Association, and the Utah Association of Secondary Principals have been concerned with the junior high school music curriculum in Utah. This study provided data to determine if improvement is needed in the junior high school music programs in Utah, and where the most critical areas exist.

Statement of Purpose

The purpose of this study was threefold: (1) to analyze the junior high school music education programs in Utah during the 1975-76 school year; (2) to assess the professional preparation of the music personnel; and (3) to make recommendations for junior high school music programs in Utah.

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[1]American Association of School Administrators, "Your AASA in 1958-1959," Official Report for the Year 1958 (Washington: AASA, 1959), pp. 248-249.

[2]Music Educators National Conference, "The Role of Fine Arts in Education," Music Educators Journal, Vol. LV (October 1968), p. 119.

Research Questions

An analysis of the data collected during this study was used to answer the following questions:

1. What is the professional training and experience of teachers responsible for music in the junior high schools?

2. In the judgment of music teachers, what is required to improve the junior high school music programs in the State of Utah?

3. Are the music teaching staffs sufficient for the number of students enrolled in the program?

4. To what extent are the physical facilities designed specifically for musical instruction?

5. To what extent are specialized music courses offered in the junior high schools?

6. What instructional materials and equipment are being utilized by music teachers to reinforce their teaching?

7. What scheduling practices are used by junior high schools in scheduling music students?

8. To what extent do the findings in questions three, four, five, six, and seven compare with the standards and guidelines established by the Music Educators National Conference?

Delimitations

The following delimitations were placed on this study:

1. The study was limited to only the public junior high schools and teachers in the forty Utah school districts during the 1975-76 school year.

2. Data were collected by using two instruments: a questionnaire which measured the professional training of teachers, and the improvement of music programs; and a survey which measured the general areas of curriculum, staffing, scheduling, physical facilities, and materials and equipment.

3. No attempt was made to evaluate the musical performance or attitudes of students.

4. Respondents were junior high school music teachers. Only one teacher from each school was given the survey instrument.

Selection of Schools

There are forty school districts in the State of Utah. For the purposes of the study, the school districts were divided into two groups, urban/suburban and rural. The classifications were determined by the Utah State Board of Education. Al public junior high schools (grades 7-9), intermediate schools (grades 7-8), and the first 3 grades of high schools (7-12), in these districts were included in the study population.

Selection of Participants

The teachers identified to participate in the study were those assigned full or part time to teach music in the public junior high schools (grades 7-9), intermediate schools (grades 7-8), and the first 3 grades of high schools (7-12), in the State of Utah. There were 220 teachers asked to participate in the study.

Instruments

A questionnaire and a survey were developed with the assistance of Dr. David E. Nelson, Evaluation Specialist, at the Utah State Board of Education. The questionnaire was constructed to gather information relative to the professional training and experience of teachers. Questions asking for specific suggestions to upgrade junior high school music programs were also included in the instrument. The survey was developed to collect data in the general areas of curriculum, staffing, scheduling, facilities, and materials and equipment as they pertain to music programs in each junior high school. A substantial portion of the survey contained items based on the standards from The School Music Program: Description and Standards.

A team of five district music supervisors and/or coordinators consisting of Margaret Richards (Salt Lake City), Dr. Ellis Worthen (Granite), Wayne James (Davis), Dr. James Thomson (Ogden), and Gordon Jessop (Weber), were asked to review and make recommendations relative to the instruments used in the study. Dr. Ivan Muse, Brigham Young University, was also asked to make suggestions and comments before the instruments were finalized and prepared for distribution.

Collection of Data

A letter was sent from the Utah State Board of Education to each district superintendent explaining the purpose of the study and requesting that their junior high school teachers participate. Copies of the questionnaire and survey were enclosed with the letter sent to superintendents. For their information, each junior high school principal received a copy of the letter sent to their district superintendent. The State Music Specialist then mailed to each music teacher a copy of the

questionnaire, a self-addressed envelope, and a letter explaining the purpose of the study. One music teacher in each school was also sent a copy of the survey. This instrument was to be completed by the teacher and returned along with his/her questionnaire. After three weeks, those who failed to return the questionnnaire or survey were sent a follow-up letter with another instrument. The district supervisors and/or coordinators of music in Davis, Granite, Jordan, Ogden, Salt Lake City, and Weber School Districts were asked to contact their teachers who had neglected to return their instruments. As a final action, telephone calls were initiated by the State Music Specialist to insure the greatest possible return of the instruments.

Analysis of Data

All data obtained on both the teacher questionnaire and the school survey were transferred to standard data posting sheets and then punched on standard 80 column cards for computer analysis. Data analysis was carried out on the IBM Model 370 computer housed at the offices of the Utah State Board of Education. The primary mode of data analysis was descriptive and included computations for total samples as well as sub-samples. Thus, for both the total sample on the teacher questionnaire and the school survey, as well as for the urban/suburban and rural samples, several different descriptive statistics were computed. These included, for the variables identified, the arithmetic average, the range, and the frequency distributions. This consisted of calculating the number of respondents to each scale point on scaled data and also computing the percentage this number was of the total number of responses. This procedure was also accomplished for non-scaled data as a check on the accuracy of the data.

FINDINGS

An analysis of the data provided findings relative to the following questions.

Findings Related to the Questions

Question 1. "What is the professional training and experience of teachers responsible for music in the junior high schools?"

1. A majority of the Utah Junior High School Teachers had a bachelor's degree while a small percentage had masters degrees or above.

2. Approximately 92 percent of the music teachers had a major in music.

3. Sixty-six percent of the teachers had participated in formal music training during the past year.

4. The average number of years teaching experience of junior high school music teachers was 10 years.

5. Urban/suburban music teachers had more teaching experience than rural teachers beyond 10 years.

6. A majority of Utah junior high school music teachers had a Basic Professional Teaching Certificate as opposed to a Professional Certificate.

7. Music teachers indicated less training in adolescent voice and general music when compared to other college level courses or equivalent in-service training.

8. Over 65 percent of the teachers were members of a local, state, or national professional music organization.

Question 2. "In the judgment of music teachers, what is required to improve the junior high school music programs in the State of Utah?"

1. The most significant problems in teaching music at the junior high school level were facilities, financing, and scheduling of music classes.

2. The majority of teachers, in making specific suggestions to upgrade the teaching of music, indicated a need for statewide workshops and clinics; and the improvement in the elementary music program.

3. Teachers indicated the need for state level people to emphasize music at the district level, disseminate lists of music materials, and develop state music guides.

4. Changes in the college curriculum suggested by teachers consisted of earlier involvement in teaching; more practical experience; additional classes in general music and minor instruments; and techniques in classroom control.

Question 3. "Are the music teaching staffs sufficient for the number of students enrolled in the program?"

1. The average classroom size for general music was higher in urban/suburban districts (35.9 students) than rural districts (26.2 students).

2. The average preparation time for junior high school teachers was approximately 44 minutes a day.

3. Junior high schools had an average of 1.8 full-time music teacher of full-time equivalents employed in each school.

4. General music and orchestra courses had a smaller teacher/pupil ratio per school than band and chorus.

5. Chorus had the highest average number of students enrolled per school of all major music courses.

6. A majority, 85.2 percent, of the schools had sufficient staff to offer small ensemble instruction to music students.

7. Music instruction was offered to more special education students in urban/suburban schools than in rural schools.

8. Most music teachers in rural schools, 92.3 percent, were not aware of the existence of a designated district music supervisor.

Question 4. "To what extent are the physical facilities designed specifically for musical instruction?"

1. Ninety-seven and seven tenths percent of the junior high schools had one or more rehearsal facilities for teaching music.

2. The majority of choral and instrumental rehearsal rooms did not meet the MENC basic program for physical facilities.

3. Seventy-six and eight tenths percent of the practice rooms had less rehearsal space than recommended by MENC.

4. Thirty-four and one tenth percent of the schools had adequate storage space for instruments, equipment, and supplies.

5. Fifty-three and eight tenths percent of the rural schools indicated the ability to control the temperature between 65° and 72° Fahrenheit in rehearsal facilities compared with 75.5 percent for urban/suburban schools.

6. Approximately one half of the schools reported rehearsal facilities accoustically isolated from other classrooms.

7. Forty-four and nine tenths percent of the urban/suburban schools reported sufficient storage facilities compared to 20.5 percent for rural schools.

8. Approximately 27 percent of the schools reported the capability to control the humidity between 40 and 50 percent.

9. Sixty-one percent of the schools indicated adequate office space for each music teacher.

10. Most of the schools indicated adequate chalkboard and bulletin board space in each rehearsal facility.

11. Sixty-seven and one tenth percent of the schools indicated the rehearsal facilities were located adjacent to the auditorium and outdoor marching areas.

12. Only 21.7 percent of the schools listed learning stations available for independent study.

Question 5. "To what extent are specialized music courses offered in the junior high schools?"

1. Music was offered as a separate subject in all of the junior high schools studied.

2. Courses included in the music curriculum were band, chorus, orchestra, general music, stage band, and guitar.

3. Nearly 70 percent of the schools did not make use of music aptitude tests to identify and place music students.

4. Ninety-six and five tenths percent of the schools offered credit for band, orchestra, and chorus on the same basis as other academic courses.

5. A majority of both rural and urban/suburban schools, 71.6 percent, had established major objectives for students participating in the music program.

6. Nearly 90 percent of the schools required music in the seventh grade.

7. In the eighth grade 34.2 percent of the rural schools required music as compared with 10.4 percent for the urban/suburban schools.

Question 6. "What instructional materials and equipment are being utilized by music teachers to reinforce their teaching?"

1. Over 50 percent of the junior high school music teachers did not make use of the State Guide for Choral and General Music.

2. Approximately 67 percent of the schools used state adopted music texts in their classes.

3. A higher percent of urban/suburban schools used state adopted texts as compared to rural schools.

4. Two state adopted texts were not utilized by any of the junior high schools.

5. The music resources most available in junior high school media centers were music books, recordings, tapes, and filmstrips.

6. There was a lack of musical scores, overhead transparencies, self-instructional materials, video tapes, and slides in the majority of the junior high schools.

7. Seventy-eight and eight tenths percent of the schools had quality pianos in their music rooms which were tuned on the average of 1.8 times a year.

8. Forty-four, or 51.8 percent of the schools had portable risers available conveniently to music rehearsal areas.

9. Only 44.4 percent of the junior high schools had an adequate budget for purchasing instruments, equipment, and supplies.

10. More than 60 percent of the schools indicated adequate funds for repairing and maintaining musical instruments and equipment.

11. A majority of schools, 93.2 percent, had record players conveniently available to rooms where music was taught.

12. Seventy-three and nine tenths percent of the schools reported the availability of a screen and filmstrip projector near their music facilities.

13. Over half of the schools listed access to an overhead projector, motion picture film projector, and an audio recording system.

14. Media items least available to junior high school music classrooms were video tape players and television receivers.

15. The urban/suburban schools had a higher percentage of media available to music classrooms than rural schools.

16. Sixty and two tenths percent of the schools reported a five percent annual growth rate in their music libraries.

17. Sixty-seven and eight tenths percent of the schools indicated adequate band selections in their music libraries.

18. Most schools reported inadequate music selections for chorus, orchestra, ensembles, and solos in their music libraries.

19. The junior high schools reported an average number of two pianos and 12.5 guitars available for classroom instruction.

Question 7. "What scheduling practices are used by junior high schools in scheduling music classes?"

1. Band, chorus, and general music received more emphasis in the junior high school music curriculum than orchestra, guitar, and piano.

2. The majority of music courses in junior high school met approximately five days a week.

3. Only a small number of schools offered courses in orchestra, stage band, guitar, and piano.

4. The majority of music classes met approximately 50 minutes a day.

5. More selections of general music were offered than any other course.

Question 8. "Two what extent do the findings in questions three, four, five, and six compare with the standards and guidelines established by the Music Educators National Conference?"

1. Data concerning staffing procedures in Utah junior high schools were compared with the MENC basic program. The results were as follows:

    a. The average class size for general music was 31.9 students as compared to the basic program for 30 students.

    b. The teachers preparation time allowed on a daily basis was 44.7 minutes as compared to the basic program of 45 minutes.

    c. Eighty-five and two tenths percent of the schools met the basic program for small ensemble instruction.

d. A major portion, 45.7 percent, of the shcools failed to meet the basic program for district music supervision.

2. Data concerning the physical facilities in Utah junior high schools were compared with the MENC basic program. Results were as follows:

   a. The majority of choral and instrumental rehearsal rooms did not meet the basic program for physical dimensions. (Table 1, page)

   b. Sixty-six and eight tenths percent of the practice rooms had less rehearsal space than the recommended basic program. (Table 1)

   c. The supportive facilities compared favorably with the basic program in temperature control, accoustic isolation, sufficient office space, adequate chalkboard and bulletin boards, and music facilities adjacent to marching areas.

   d. The rehearsal facilities did not compare favorably with the basic program for sufficient storage and humidity control.

3. Data concerning the curriculum practices in Utah junior high schools were compared with the MENC basic program. The result was as follows:

   a. Ninety-six and five tenths percent of the schools were meeting the basic program for curriculum by offering credit for band, orchestra, and chorus on the same basis as other academic courses.

4. Data concerning the availability of materials and equipment for Utah junior high school music programs were compared with the MENC basic program with the following results:

   a. The availability of music books, recordings, tapes, and filmstrips compared favorably with the basic program for materials and equipment.

   b. The availability of musical scores, overhead transparencies, self-instructional materials, video tapes, and slides did not meet the basic program.

   c. A majority of schools fulfilled the basic program by providing a quality piano in each music room.

   d. Approximately half of the schools failed to comply with the basic program for availability of choral risers and adequate budget for instrumental purchase and repair.

e. Utah compared favorably with the basic program for the availability of media items to music classrooms except for video tape players and television receivers.

f. The availability of music selections in the junior high school music libraries did not compare favorably with the MENC basic program, especially with regard to orchestra, ensemble, and solo music.

g. The availability of pianos and guitars for formal classroom instruction did not meet the MENC basic program.

5. Data concerning scheduling practices in Utah junior high schools were compared with the MENC basic program. The result was as follows:

a. The majority of junior high schools exceeded the basic program for scheduling by meeting more than twice weekly for a total of not less than 100 minutes.

Table 1. The physical Dimensions of Music Facilities in Utah Junior High Schools

Items	No. of Schools Responding	Average For Schools Responding	MENC Basic Program	Percent of Schools Meeting MENC Basic Program for Physical Facilities
Area of instrumental rehearsal room	76	1268.4 Sq.Ft.	1600 Sq.Ft.	21.0
Ceiling height of instrumental rehearsal room	81	13.3 Ft	14 Ft.	43.2
Area of choral rehearsal room	67	1112.5 Sq.Ft.	1200 Sq.Ft.	42.6
Ceiling height of choral rehearsal room	71	13.1 Ft.	12 Ft.	70.4
Area of practice room	55	66.4 Sq.Ft.	55 Sq.Ft.*	23.2

*Practice rooms should contain 55 square feet for each forty students enrolled in performing groups.

CONCLUSIONS

Based on the findings of this study, the following conclusions can be reached:

1. Since a major portion of the junior high school teachers indicated a lack of training in adolescent voice and general music, one of the following may be true:

   a. Teachers have forgotten much of the pre-service training received at the college level.

   b. Teachers never learned in their college courses the competencies necessary for teaching the adolescent voice and general music.

2. Failure of junior high school music teachers to make use of the State Guide for Choral Music may be the result of several reasons.

   a. Copies of the guide are not available to teachers.

   b. Teachers are unaware of the guide.

   c. Lack of in-service training in use of the guide.

   d. The content of the guide is not acceptable or helpful to music teachers.

3. By providing adequate facilities, financing and scheduling, which are the greatest concerns of junior high school music teachers, there should be an improvement in the administration of music programs.

4. To improve the junior high school music program in the state of Utah, teachers will need to develop their own musical competencies by attending workshops and clinics.

5. Greater support to local school districts could be provided by the Utah State Board of Education taking a more active role in establishing guidelines for junior high school music programs.

6. Changes may be in order for improving the teacher education music programs at the college level. These include earlier involvement in teaching, practical experience, classes in general music, instruction on minor instruments, and techniques in classroom control.

7. Since a majority of students do not take music courses after the seventh grade, changes in the curriculum may be necessary to meet the individual interests and needs of each student. The sizable drop in music enrollment could be due to the normal attrition or to scheduling patterns that limit enrollment in elective courses.

8. Most of the schools in the state have music programs, yet, a majority of the rural schools reported a lack of supervision by district personnel with music experience. The lack of music supervision is probably due to insufficient funds or an awareness of the need for a specialist in this area.

9. The current music textbooks on the Utah approved adoption list are not being incorporated into the junior high school music program. This may be the result of several reasons.

   a. The materials may not be appropriate for the age level.

   b. The instructors may be using their own instructional material.

   c. Lack of funds for purchasing new texts.

   d. The teachers may not be familiar with the texts.

10. To improve the quality of music programs in Utah, junior high school teachers need to increase their knowledge of the basic and quality programs as outlined by MENC in The School Music Program: Description and Standards.

RECOMMENDATIONS

Based on the conclusions derived from this study, the following recommendations are made:

1. Since many teachers lack training in adolescent voice and general music, college music courses and in-service training should be made available to music teachers needing assistance.

2. The Utah Music Educators Association should make a concerted effort to encourage junior high school music teachers as part of a professional improvement effort, to join the Music Educators National Conference.

3. Statewide workshops for college or in-service credit should be organized to implement the music curriculum guides and courses of study developed by the Office of the State Board of Education.

4. The Office of the State Board of Eduation should develop lists of music, textbooks, and audio visual materials for use by teachers in the classroom.

5. College students who intend to teach music should have an earlier involvement in teaching, preferably during their first or second year of college training.

6. The curriculum at the junior high school level should be revised and broadened to include music classes that will meet the interests and needs of each student in areas such as guitar, keyboard and orchestra instruments.

7. Rural school districts should be encouraged either to designate a capable member of their music staff or hire additional staff to help coordinate the music program in their district.

8. Music facilities should be constructed or remodeled when appropriate and possible to meet the MENC standard for physical facilities.

9. All school districts should be encouraged to use the state adopted textbooks for music in their classrooms when textbooks are employed for instruction.

10. Local school districts should consider diverting more funds to the music program for use in purchasing musical instruments, equipment, and supplies.